INDEX

Volume Thirty-Two (1986)

Issue 1	1–102
Issue 2	103–210
Issue 3	211–331
Issue 4	332–453

AU, T. K., & HARACKIEWICZ, J. M. The effects of perceived parental expectations on Chinese children's mathematics performance. 383–392.

BANKS, M. S. *See* DANNEMILLER, J. L.
BATES, J. E. *See* OLSON, S. L.
BAYLES, K. *See* OLSON, S. L.
BEARISON, D. J., MAGZAMEN, S., & FILARDO, E. K. Socio-cognitive conflict and cognitive growth in young children. 51–72.
BECKER, J. A. Bossy and nice requests: Children's production and interpretation. 393–413.
BOOKS RECEIVED. 449–450.
BOOMSMA, D. I. & PLOMIN, R. Heart rate and behavior of twins. 141–151.

CARSON, D. K. SKARPNESS, L. R., SCHULTZ, N. W., & McGHEE, P. E. Temperament and communicative competence as predictors of young children's humor. 415–426.
CONSULTING EDITORS. Issue 2; Issue 4.
CREASEY, G. L., & MYERS, B. J. Video games and children: Effects on leisure activities, schoolwork, and peer involvement. 251–262.
CSIKSZENTMIHALYI, M. *See* FREEMAN, M.

DANNEMILLER, J. L., & BANKS, M. S. Testing models of early infant habituation: A reply to Slater and Morison. 87–91.

EIMAS, P. D. *See* QUINN, P. C.
EISENBERG, N. *See* FUCHS, I.

FELDMAN, S. S., & SARNAT, L. Israeli town and kibbutz toddlers' compliance and adults' control attempts. 365–382.
FILARDO, E. K. *See* BEARISON, D. J.
FORD, M. E. *See* TISAK, M.S.
FREEMAN, M., CSIKSZENTMIHALYI, M., & LARSON, R. Adolescence and its recollection: Toward an interpretive model of development. 167–185.
FUCHS, I., EISENBERG, N., HERTZ-LAZAROWITZ, R., & SHARABANY, R. Kibbutz, Israeli city, and American children's moral reasoning about prosocial moral conflicts. 37–50.

GOLBECK, S. L., RAND, M., & SOUNDY, C. Constructing a model of a large-scale space with the space in view: Effects on preschoolers of guidance and cognitive restructuring. 187–203.
GOLDSTEIN, F. G., ROLLINS, H. A., JR., & MILLER, S. H. Temperament and cognitive style in school-age children. 263–273.

HARACKIEWICZ, J. M. *See* AU, T. K.
HAYNES, O. M. *See* IZARD, C. E.
HERTZ-LAZAROWITZ, R. *See* FUCHS, I.
HINDE, R. A. Concepts can be broad and precise: Comments on Zivin's framework of expressive development. 307–312.
HOGAN, A. E. *See* SEIBERT, J. M.
HOLLOWAY, S. D. The relationship of mothers' beliefs to children's mathematics achievement: Some effects of sex differences. 231–250.

IZARD, C. E., & HAYNES, O. M. A commentary on emotion expression in early development: An alternative to Zivin's framework. 313–319.

KELLEY, M. F. *See* SILVERN, S. B.

LARSON, R. *See* FREEMAN, M.

MAGZAMEN, S. *See* BEARISON, D. J.
MARJORIBANKS, K. A longitudinal study of adolescents' aspirations as assessed by Seginer's model. 211–230.
McGHEE, P. E. *See* CARSON, D. K.
MEEHAN, A. M., & OVERTON, W. F. Gender differences in expectancies for success and performance on Piagetian spatial tasks. 427–441.
MILLER, S. H. *See* GOLDSTEIN, F. G.
MUNDY, P. C. *See* SEIBERT, J. M.
MYERS, B. J. *See* CREASEY, G. L.

OLSON, S. L., BAYLES, K., & BATES, J. E. Mother-child interaction and children's speech progress: A longitudinal study of the first two years. 1–20.
OVERTON, W. F. *See* MEEHAN, A. M.

PLOMIN, R. *See* BOOMSMA, D. I.

QUINN, P. C., & EIMAS, P. D. On categorization in early infancy. 331–363.

RAND, M. *See* GOLBECK, S. L.
ROLLINS, H. A., JR. *See* GOLDSTEIN, F. G.

SARNAT, L. *See* FELDMAN, S. S.
SCHULTZ, N. W. *See* CARSON, D. K.
SEGINER, R. Mothers' behavior and sons' performance: An initial test of an academic achievement path model. 153–166.
SEIBERT, J. M., HOGAN, A. E., & MUNDY, P. C. On the specifically cognitive nature of early object and social skill domain associates. 21–36.
SHARABANY, R. *See* FUCHS, I.

SIGEL, I. E. Mechanism: A metaphor for cognitive development? A review of Sternberg's *Mechanisms of Cognitive Development.* 93–101.
SILVERN, S. B., TAYLOR, J. B., WILLIAMSON, P. A., SURBECK, E., & KELLEY, M. F. Young children's story recall as a product of play, story familiarity, and adult intervention. 73–86.
SIMON, T., & SMITH, P. K. Problems with a plan paradigm: A reply to Dansky. 205–209.
SKARPNESS, L. R. *See* CARSON, D. K.
SMITH, P. K. *See* SIMON, T.
SOUNDY, C. *See* GOLBECK, S. L.
STEVENSON, M. B. *See* VENTURA, J. N.
SUGARMAN, S. The structure of development: A review of *Psychological and Social Structures* by Sandor Brent. 327–330.
SURBECK, E. *See* SILVERN, S. B.

TAYLOR, J. B. *See* SILVERN, S. B.
TISAK, M. S., & FORD, M. E. Children's conceptions of interpersonal events. 291–306.

VENTURA, J. N., & STEVENSON, M. B. Relations of mothers' and fathers' reports of infant temperament, parents' psychological functioning, and family characteristics. 275–289.

WILLIAMSON, P. A. *See* SILVERN, S. B.

ZIVIN, G. Clarifying the framework of expressive behavior: A reply to Hinde and to Izard and Haynes. 321–325.
ZIVIN, G. Processes of expressive behavior development. 103–140.
ZIVIN, G. A synthesis across the fields of expressive behavior: A review of Buck's *The Communication of Emotion.* 443–447.